

Danida

**Study on Achievements of the Danish Bilateral Education
Support Programmes to Afghanistan 2003-2015**

February 2017

development
advice
AND production

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Acronyms

BPET	Budget Preparation and Expenditure Track
BoQ	Bill of Quantities
CBE-ALP	Community Based Education & Accelerated Learning Programme
CFE	Child Friendly Elements
DAARTT	Danish Assistance to Afghan Rehabilitation and Technical Training
EJSR	Education Joint Sector Review
EMIS	Education Management Information System
ESPA	Education Support Programmes to Afghanistan
GIROA	Government of Islamic Republic of Afghanistan
ICT	Information Communication Technology
IRC	International Rescue Committee
ISD	Infrastructure Services Department
ISESCO	Islamic Educational, Scientific and Cultural Organisation
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoF	Ministry of Finance
MoFA	Ministry of Foreign Affairs
NESP	National Education Strategic Plan
NIEP	National Institute for Educational Planning
PED	Provincial Education Department
PEPS	Primary Education Programme Support
QC	Quality Control
RDE	Royal Danish Embassy in Kabul
TA	Technical Assistance
TEP	Teacher Education Programme
TOR	Terms of Reference
TOT	Training of Trainers
TTC	Teacher Training Centres
TVET	Technical & Vocational Education and Training
UNESCO IIEP	United Nations Educational, Scientific, and Cultural Organisation, International Institute for Educational Planning

Chapter 1 Introduction and methodology

A consultancy was issued in December 2016 to provide a brief presentation of the Danish education engagements in Afghanistan during the period of 2003-2015 with the overall aim of providing a “catalogue of registered/reported results from the period” with emphasis on outputs (see TOR in Annex 1). To this end, a study process was undertaken including: (i) an inception phase outlining the overall methodology based on desk-study of forwarded documents (see Annex 2 for key documents), (ii) a consultation phase engaging with key stakeholders for validation of data and discussion of outcomes (see Annex 3 for persons met) and (iii) a reporting phase cataloguing results/achievements of Danish education engagements.

Further to the methodology applied, a study scope has been identified encompassing the following programmes:

- Primary Education Programme Support 2003-2006 (PEPS I)
- Extension of Danish Support to Education in Afghanistan 2007-2008 (PEPS III)
- Further Extension of Danish Support to Education in Afghanistan 2007-2008 (PEPS III)
- Education Support Programmes to Afghanistan 2010-2013 (ESPA I)
- Education Support Programmes to Afghanistan 2013-2015 (ESPA II)¹

The five programmes represent a total budget allocation of USD 157,6 million; with the PESP programmes totalling USD 57,9² and the ESPA programmes USD 99,7 million³. Approximately 18% of the ESPA budget is allocated to stakeholders other than the Ministry of Education (MoE) including entities such as UNOPS, DAARTT, and IRC.

In terms of study focus, emphasis has been on the identification of results for ESPA I and II at output level in so far that data is made available. For the PESP programmes, the study will draw on the findings of the Danida’s 2012 evaluation report - Evaluation of Danida Support to the Education Sector in Afghanistan.

Finally, in terms of study limitations, the report list results only. In other words, there is no analysis of achievements vis-à-vis planned results nor any references made to lessons learned due to lack of data.

In the five chapters to follow, the achievements of Danish education engagement in Afghanistan 2003-2015 are listed structured per theme: construction of schools, curriculum development, textbook printing and distribution, teacher training and education administration.

¹ The ESPA II programme was extended to year 2015.

² Danida. *Evaluation of Danida Support to the Education Sector in Afghanistan*. February 2012. P. 13. Helmand Schools and Dormitories are included under PESP III.

³ Budget data are from the two ESPA programme documents:

Danida. *Education Support Programme to Afghanistan (ESPA) 2010-2013 (SY1389-1391). Programme Support Document*. December 2010. P. 30.

Danida. *Education Support Programme to Afghanistan II (ESPA II) 2013-2014. Programme Support Document*. April 2013. P. 16.

Chapter 2 Construction of schools

As detailed in Table 1 below, a total of 112 schools, 122 community based education and accelerated learning programme (CBE-ALP) classrooms, 148 child friendly elements (CEF), 6 dormitories, 10 centres for technical and vocational education and training (TVET), and 2 teacher training centres (TTC) has been provided with Danish funding, benefitting annually a minimum of 191,686 students with learning environments of which a minimum of 41% are female. By end of year 2016, a minimum of 680,000 students has so far benefitted from Danish-funded learning environments.

The CBE-ALP classes have for the most been established in private homes.⁴ Child friendly elements, typically encompass construction items such as boundary walls, latrines, drinking water, iron sheets for roof-covering and desk and chairs.⁵

In terms of sustainability, IRC students in Helmand province were handed over to MoE⁶ at the end of the project and were thus all able to continue their education in spite of the insurgency in the project target districts.⁷ For DAARTT, all constructed schools are fully functioning with MoE curriculum and teachers except from two schools (Bander and Soor Kamar) in the district of Achine district in Nangarhar province due to insurgency.⁸ In regard to MoE constructions, these have all been completed in accordance to MoE standards.⁹ Moreover, third party monitoring has found that all schools inspected - a total of 64 - are fully active today aside from one school in Badakhshan.¹⁰

Further to construction standards, under ESPA II DAARTT has supported the Infrastructure Services Department (ISD) of MoE with the establishment of a Monitoring and Evaluation/Quality Control (M&E/QC) system for school construction¹¹ including training of 87 ISD and Provincial Education Department (PED) staff.¹² ISD is today applying the tools developed by DAARTT in their monitoring work.¹³ In December 2015, DAARTT issued a follow-up study with recommendations for future strengthening of ISD in regard to contract management and quality assurance.¹⁴

⁴ Nazarwall, Hafiz, Education Programme Coordinator, IRC.

⁵ MoE. *ESPA-I Programme and Projects Completion Report*. November 2016. P. 39.

⁶ Students were transferred to MoE schools aside from those students who lived too far away and therefore had to continue on in CBE classrooms as MoE outreach students.

⁷ Nazarwall, Hafiz, Education Programme Coordinator, IRC.

⁸ Mohammed Humayoun Raufi, Chief, Planning & Design, DAARTT.

⁹ Data is from ESPA completion reports:

MoE. *ESPA-I Programme and Projects Completion Report*. November 2016. P. 21.

MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15)*. November 2016. P. 15.

¹⁰ ATR Consulting. *Construction Inspection. Inspection of 14 Schools Construction*. September 2016.

ATR Consulting. *Construction Inspection. Inspection of 14 School Constructions*. February 2017.

¹¹ The M&E/QC system included elements such as: model format for preparing detailed building cost estimates, matrix for cost indices (upgradable depending on cost variations) for all provinces of Afghanistan, format for Bill of Quantities (BoQ), format for clearing interim and final bills of contractors, site report formats, M&E Manuals, a quality control (QC) manual.

¹² DAARTT. *Note. DAARTT Support to ISD*. Lars Pedersen. January 2015. P. 1-2 & p. 10.

¹³ Raad, Momin, Director, Infrastructure Service Development, MoE.

¹⁴ DAARTT. *Report on Lessons Learned. Strengthening MoE/ISD Contract Management and Quality Assurance*.

Consultancy Services for Third Party Monitoring of Danida Funded Construction Projects under Infrastructure Services Directorate (ISD), MoE. Kabul December 2015.

Table 1 Danish-funded school projects 2003-2015.

Programme	Schools	CBE-ALP classrooms	CFE	Dormitories	TVET	TTC	No. of students benefitting annually	Comment
PEPS I	21 ⁱ					2	<u>Schools</u> : 12,609 students benefit annually incl. 35% girls ⁱⁱ	Schools constructed in Eastern provinces and Kabul for returning refugees from Pakistan by DAARTT (16 new and 4 rehabilitated schools). The two teacher training centres were rebuilt/refurbished.
PEPS III ⁱⁱⁱ	27			2			<u>DAARTT constructed schools</u> : 18,186 students benefit annually incl. 48% girls.	Nine Schools and two dormitories were constructed through PED. DAARTT has constructed 18 schools in the provinces of Kapisa, Baghlan, Nangarhar, Parwan, Samangan and in Kabul. ^{iv}
ESPA I	46 ^v		96 ^{vi}	3 (TVET)	3 ^{vii}		<u>Schools and child friendly elements</u> : 125,639 students benefit annually incl. 43% girls. <u>TVET centres and dormitories</u> : 1,287 students benefit annually incl. 14% females.	DAARTT contributed to school construction with 60 class rooms. ^{viii} TVET centres and dormitories were: the National Institute of Management and Administration and the Greshk Mechanical School both located in Helmand; and the Regional Institute of Management and Administration in Balkh province.
ESPA II	18 ^{ix}	122 ^x	52 ^{xi}	1 (TVET)	7 ^{xii}		<u>Schools and child friendly elements</u> : 27,197 students benefit annually incl. 35% girls. <u>CBE-ALP classrooms</u> : 4,068 students benefit annually incl. 58% girls from CBE-ALP classes. <u>TVET centres</u> : 2,700 students benefit annually	CBE-ALP classrooms established in Helmand province by IRC from Sep 2012 till Sep 2015. Included in the total number of CBE-ALC is a pilot of five multi-grade classes. 96 school Shuras were established as well to ensure community support. The TVET projects were constructed in the provinces of Helmand, Nangarhar, Laghman, Kunar, Paktika, Farah, and Kabul. The TVET project in Helmand included a dormitory as well. ^{xiii}
TOTAL	112	122	148	6	10	2	<191,686	

Chapter 3 Curriculum development

Support to curriculum development has been an integral part of the two ESPA programmes. Under ESPA I, 15 curriculum development specialists were trained on textbook design research and data collection in adherence with the new national curriculum based on Islamic principles/national values and modern education standards.¹⁵ Aside from design of new textbooks in accordance with Afghan social and religious values, the training also introduced the concept of coloured textbooks.¹⁶ The training was later followed-up under ESPA II, with training of the same 15 experts on new textbook content, scope/sequence and methodology.¹⁷

Training of research monitors was carried out as well. Under ESPA I, 200 monitors were trained to facilitate and assess the roll-out of the teaching methodology of the new curriculum/textbooks at provincial level. Moreover, the same monitors collected data on the implementation of the new curriculum/textbooks and its effects on lower secondary students. The data collection was critical for the identification of shortcomings/problems in the roll-out of the new curriculum.¹⁸ Under ESPA II, 216 monitors at central level were trained on research and evaluation format for general education grade 10-12 textbooks.¹⁹ See also table 2 below for summary of trainings conducted.

Table 2 Danish-funded training for curriculum development

Programme	Curriculum experts	Monitors	Comments
ESPA I ²⁰	15	200	Training workshop of 12 days for 15 curriculum experts and two-day workshop for 200 monitors/authors.
ESPA II ²¹	15	216	Five-day training workshop for 15 curriculum experts for five days and three-day workshop for 216 research monitors.
TOTAL	15	416	

Moreover under ESPA II, the Teacher Education Department developed TOR for new curriculum textbooks developers and recruited authors and textbook developers. As a result, 83 textbooks were developed for Teacher Training Centers with a further 83 textbooks underway.²²

Finally, literacy courses were established in 34 provinces and Kabul City providing 8,744 learners enrolled with reading, writing, calculation and accounting skills.²³

¹⁵ MoE. *ESPA-I Programme and Projects Completion Report*. November 2016. P. 23-24.

¹⁶ Gulistani, Abdul Zahir, General Director, Directorate for Curriculum Development and Compilation of Text Book, MoE.

¹⁷ MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15)*. November 2016. P. 19.

¹⁸ MoE. *ESPA-I Programme and Projects Completion Report*. November 2016. P. 23-25.

¹⁹ MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15)*. November 2016. P. 19.

²⁰ MoE. *ESPA-I Programme and Projects Completion Report*. November 2016. P. 23.

²¹ MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15)*. November 2016. P. 18.

²² MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15)*. November 2016. P. 20.

²³ MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15)*. November 2016. P. 23-24.

Chapter 4 Textbook printing and distribution

From 2003 to 2015, Denmark has contributed to the financing of a total of 144.8 million textbooks benefitting a minimum of 8 million students of which app. 40 percent are girls (see Table 3 for further details).

Table 3 Danish-funded textbooks 2003-2015.

Programme	Textbooks printed	Students benefitting	Comments
PEPS I ²⁴	42.5 million		Denmark financed the printing of 19 million textbooks and <i>contributed</i> to the printing of 23.5 textbooks in collaboration with USAID.
PEPS II ²⁵	22.4 million		7.1 million textbooks were printed in 2008 for grades 3-6 and 15.3 million for grades 1 to 6 in 2009.
ESPA I ²⁶	62.2 million	6,750,788 students incl. 39% girls	The 62.7 million textbooks were for grades 1-12. ²⁷
ESPA II ²⁸	17.12 million	1,200,000 students incl. 42% girls	Distribution of textbooks are expected to be completed by end-March 2017. Currently, only 50% of the books are disseminated. ²⁹
TOTAL	144.8 million	<7,950,788	

All textbooks are printed in either Pashto and Dari and are covering a range of different subjects such as: languages (Arabic, Dari, Pashto) science (mathematics, physics, chemistry, biology), humanities (history, geography, art, profession, civics), and topics targeting Islamic education (Tajweed, Hanafi, and Jafari)³⁰ in line with the new national curriculum which is based on Islamic principles/national values and modern education standards³¹.

Distribution of textbooks to provinces are based on needs. In other words, provinces with more students – such as Nangarhar, Herat and Balkh and Kabul city – are benefitting more.³² All the textbooks have been distributed, aside from the textbooks printed under ESPA II where distribution is still on-going (see Table 3 for further details).

Aside from the printing of textbooks, Denmark has also financed storage for the textbooks at provincial level. Under ESPA I a total of 38 warehouses and 17 containers have been financed to prevent damage of textbooks. Each warehouse can accommodate 800,000 – 1,200,000 textbooks.³³

²⁴ Danida. *Evaluation of Danida Support to the Education Sector in Afghanistan*. February 2012. P. 62. For year 2007 the printing was co-funded with USAID.

²⁵ Danida. *Evaluation of Danida Support to the Education Sector in Afghanistan*. February 2012. P. 73.

²⁶ MoE. *ESPA-I Programme and Projects Completion Report*. November 2016. P. 24.

²⁷ MoE. *Printing and distribution data*. February 2017.

²⁸ MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15)*. November 2016. P. 18-19.

²⁹ Haqmal, Kabir, Director, Information and Publication, MoE.

³⁰ MoE. *DANIDA Funded Subject-Wise Textbooks Distribution Plan for ESPA II*. (Excel overview chart.)

³¹ MoE. *ESPA-I Programme and Projects Completion Report*. November 2016. P. 24.

³² Haqmal, Kabir, Director, Information and Publication, MoE.

³³ MoE. *ESPA-I Programme and Projects Completion Report*. November 2016. P. 24.

In regard to capacity building, Denmark contributed under PEPS II with a six-member textbook team to the Curriculum Department's Materials Development Unit to assist with the textbook production. Moreover, during the same time period, support was provided to the province of Parwan to pilot a computerized textbook record-keeping system. Pilot activities to assess and upgrade existing textbook storage facilities in the larger provinces were carried out as well.³⁴

Chapter 5 Teacher training

Training of teachers and academic supervisors has been critical in the roll-out of the new national curriculum as well as in the capacity building of newly recruited teachers.

In terms of teacher training, Denmark has contributed to the training of a total of 21,148 teachers (see Table 4 below). Under PEPS I, Denmark *contributed* to the training of 15,852 teachers. Under ESPA I, education supervisors trained 179 Imams/Mullahs who serve as CBE teachers, to teach children basic literacy/numeracy in Mosques in 11 provinces. The training packages for the Imam CBE teachers were developed according to international standards and as per Islamic values of Afghanistan.³⁵ Finally under ESPA II, three different types of teacher training activities took place:

- 143 project teachers and 947 MoE teachers were trained by IRC in Helmand Province³⁶,
- 350 Islamic teachers were trained on the content, scope, sequence and teaching methodology of new textbooks for grade 7-9³⁷,
- 3,480 science technicians and teachers and 197 academic science members were trained on laboratory techniques and maintenance³⁸. In addition to the training on science laboratories, 343 pieces of ICT equipment and 18,513 reference books were provided to central and provincial level in order to facilitate the application of theory into practice of science students.³⁹

The Teacher Education Programme (TEP) constituted the framework for both PEPS I and ESPA I with the overall purpose of (i) raising the quality of teaching and learning and (ii) increasing the number of qualified teachers, particular females. The approach applied was training-of-trainers (TOT) through master trainers and teacher educators.⁴⁰

In terms of teacher training impact, Early Grade Reading Assessment conducted of primary school students in Helmand benefitting from the IRC school project, indicate that “the majority of students have developed the decoding and oral reading fluency skills that are foundations to basic literacy”.⁴¹

³⁴ Danida. *Evaluation of Danida Support to the Education Sector in Afghanistan*. February 2012. P. 62. For year 2007 the printing was co-funded with USAID. P. 73. The textbook team was funded in collaboration with UNICEF, USAID and the Norwegian Government.

³⁵ MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15)*. November 2016. P. 26.

³⁶ IRC. *Support to Primary Education in Distant Areas of Helmand. Final Report (September 2012 – September 2015)*. December 2015. P. 7.

³⁷ MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15)*. November 2016. P. 18.

³⁸ MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15)*. November 2016. P. 22.

³⁹ Ibid.

⁴⁰ Danida. *Evaluation of Danida Support to the Education Sector in Afghanistan*. February 2012. P. 58-61.

⁴¹ IRC. *Support to Primary Education in Distant Areas of Helmand. Final Report (September 2012 – September 2015)*. December 2015. P. 7.

In regard to academic supervision, a total of 3,427 academic supervisors were trained during the two ESPA programmes. Under ESPA I, three rounds of national and sub-national levels training workshops were conducted for academic supervisors to roll-out the academic supervision policy and guidebook. Moreover, 1,000 volume reference books for the library of the academic supervision department was purchased along with needed electronics equipment for the improvement of administrative processes.⁴²

Under ESPA II, 2,500 provincial supervisors have been trained in academic supervision concepts including elements such as: principles of academic supervision and how it differs from inspection, class observation, role of supervisor in education quality improvement, teacher assessment and instruction, annual- and operational plan preparation, and methods for giving feedback to supervised teachers. Moreover, the academic supervision guideline and regulation were developed and approved by MoE Academic Council Directorate after final revision. These two tools along with the academic supervision policy form today the basic necessities of the academic supervision directorate.⁴³

⁴² MoE. *ESPA-I Programme and Projects Completion Report*. November 2016. P. 22.

⁴³ MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15)*. November 2016. P. 16.

Table 4 Danish-funded teacher training 2003-2015.

Programme	Teachers	Teacher educators	Master trainers	General academic supervisors	Islamic academic supervisors	Comments
PEPS I ⁴⁴	15,852	279	22			Denmark <i>contributed</i> in a limited manner to the Teacher Education Programme (TEP) rolled-out in the provinces of Kapisa, Logar, Paktia, Parwan, Ghor, and Badghis.
ESPA I	179 ⁴⁵			377 ⁴⁶		TEP education supervisors trained 179 Imams to teach children in basic literacy/numeracy in Mosques in 11 provinces. Three rounds of national and sub-national levels training workshops were conducted for academic supervisors to roll-out the academic supervision policy and guidebook.
ESPA II	5,117			2,500 ⁴⁷	550 ⁴⁸	Teachers training: (i) IRC Master Teacher Trainers conducted training of 143 project teachers and 947 MoE teachers in Helmand Province ⁴⁹ ; (ii) 350 Islamic teachers were trained on the content, scope, sequence and teaching methodology of new textbooks for grade 7-9 ⁵⁰ ; and (iii) 3,480 science technicians and teachers and 197 academic science members were trained on laboratory techniques ⁵¹ . 2,500 provincial supervisors have been trained in academic supervision concepts. Training of Islamic education academic supervisors were conducted in 15 provinces.
TOTAL	>21,148	279	22	2,877	550	

⁴⁴ Danida. *Evaluation of Danida Support to the Education Sector in Afghanistan*. February 2012. P. 58-61.

⁴⁵ MoE. *ESPA-I Programme and Projects Completion Report*. November 2016. P. 25.

⁴⁶ MoE. *ESPA-I Programme and Projects Completion Report*. November 2016. P. 22.

⁴⁷ MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15)*. November 2016. P. 16.

⁴⁸ MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15)*. November 2016. P. 17.

⁴⁹ RC. *Support to Primary Education in Distant Areas of Helmand. Final Report (September 2012 – September 2015)*. December 2015. P. 7.

⁵⁰ MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15)*. November 2016. P. 18.

⁵¹ MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15)*. November 2016. P. 22.

Chapter 6 Education administration

In the following is summarized Danish support to education administration under ESPA I and II with focus on outputs/outcomes of key activities including: support to implementation of ICT infrastructure and -systems (chapter 6.2 – 6.4) and capacity development in the context of education planning monitoring, and procurement reform (chapter 6.5 – 6.6). Chapter 6.1 is a summary of all Danish-funded technical assistance (TA) provided.

Chapter 6.1 Overall TA input

Denmark has funded a significant amount of technical assistance (TA) to MoE under the two ESPA programmes: 500 TA under ESPA I and 400 TA under ESPA II (see Table 5 for further details).

Table 5 Danish-funded Technical Assistance (TA) to MOE 2010-2015.⁵²

MoE Department	Number of TA	
	ESPA I	ESPA II
Infrastructure Services Directorate (ISD)	60	40
Finance	60	42
Deputy Minister Admin/Finance	12	26
Procurement Directorate	60	50
Evaluation and Education Management Information System (EMIS)	56	42
Services	4	5
Scholarship	4	3
Reform Management Implementation Unit	79	48
Publication	75	46
Internal Audit Directorate	15	12
UNESCO and ISESCO national commission	2	4
Minister's Office & Provincial Management Directorate	47	40
Human Resources Management Unit	9	12
Deputy Ministry Technical Vocational and Education and Training	15	15
Information Technology Directorate	2	15
TOTAL	500	400

The Danish-funded TA can be classified into three categories: (i) high-level TA for policy and systems development; (ii) TA for capacity development of MoE civil servants; and (iii) TA for MoE gap-filling for routine work.⁵³

In terms of overall outputs of the Danish-funded TA provided, it has been summarized as follows:

- ESPA I: “2,329 staff has been trained in national constitutional, civil servant law, MoE strategic planning, administrative management, action plans, monitoring and evaluation, gender awareness, violence against women law, public awareness of environmental science and hurts and harms of narcotics. In addition, 228 staff participated in English and Computer learning programs”.⁵⁴

⁵² MoE. *Number of TA input per department (under) ESPA I and II*. January 2017.

⁵³ Bayan, Samir, Tracking Manager, ESPA Secretariat, MoE.

⁵⁴ MoE. *ESPA-I Programme and Projects Completion Report*. November 2016. P. 28.

- ESPA II: Danish-funded TA has built “the capacity of civil servants in different fields such as planning, monitoring, evaluation, transparency, policy, procedures and report writing by conducting on the job trainings and short term training workshop sessions on national and sub national levels”.⁵⁵

Chapter 6.2 Information communication technology

Due to Danish-provided support to information communication technology (ICT), MoE now has “a paved road for the future”⁵⁶ with information sharing at central and at provincial level through e-mail, video conferencing (VC) and free internet protocol (IP) telephony.⁵⁷ Moreover, the ICT infrastructure has facilitated a shift from manual to automated reporting through systems such as the Budget Preparation and Expenditure Track (BPET) finance system and the Education Management Information System (EMIS) - see chapters 6.3 and 6.4 for further details.

The ICT project has been rolled-out in two phases; first at central and then at provincial level. At central level, all MoE directorates inside Kabul were connected, including: the main office, the literacy directorate, the teachers training directorate, the construction directorate, the city education directorate, the curriculum directorate, the TVET directorates and the multi-donor project EQUIP. The establishment of a data center⁵⁸ with education cloud was the key building block of the system along with cabling and access points.

At provincial level, a total of 20 provinces has been connected to the MoE systems through the Provincial Education Directorates (PEDs). As an outcome of the new provincial ICT infrastructure, the PEDs are now in the process of shifting from manual to on-line systems. Furthermore, the PEDs now hold improved communication means (VC/IP telephony) which will enhance communication with and training of provincial staff that are not easily accessible due to security threats.⁵⁹

Chapter 6.3 Budget preparation and expenditure track finance system

The roll-out of MoE’s finance system - the Budget Preparation and Expenditure Track (BPET) finance system – has been two-fold. Under ESPA I, financial management at MoE became automated with the

⁵⁵ MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15)*. November 2016. P. 24-25.

⁵⁶ Hamidullah, Sayad, Deputy Minister, Administration and Finance, MoE.

⁵⁷ MoE. *ICT Infrastructure Project Overview*. (Power Point Presentation).

⁵⁸ Features of the data center include: (1) Cisco Aggregation Service Routers (ASR) 1002, (2) high performance nexus data center core switches, (3) three-tier security architecture using Cisco Adaptive Security Appliance (ASA) 5580 with Intrusion Prevention System (IPS) module and IPS appliance, (4) Network Admission Control (NAC) system to secure MoE network access, (5) physical security with electronic digital lock system and bulletproof doors, (6) redundancy in each point of the Network System, (7) wireless control system to control MoE wireless cloud from one central location, (8) manage engine network management system to control and monitor MoE data center & education cloud, (9) desktop central solution to troubleshoot all the logical issues at remote directorates from one central location, (10) automated help Desk technician system, (11) free IP telephony system among MoE Directorates and PEDs, (12) unified communication system with cluster solution up to 5000 IP phones support, (13) video conferencing system among MoE Directorates and PEDS, (14) 100TB storage system with 10Gbps high speed fiber channel and internet SCSI based connectivity, (15) both remote and tape backup system for disaster recovery, (16) environmental management system with fire prevention, (17) water detection sensor and temperature control alarm system, (18) stable power with both 72-KVA (5 Hours Backup) as well as redundant automatic generators, (19) powerful regulator system for power control. Source: MoE. *ICT Infrastructure Project Overview*. (Power Point Presentation).

⁵⁹ MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15)*. November 2016. P. 26.

launch of the BPET finance system. Under ESPA II, the BPET finance system was modified in order (i) to install internal controls and (ii) to facilitate roll-out of the system to the provinces including training of staff. Aside from MoE HQ and secondary budgetary units at central level, a total of 18 provinces are today linked to the BPET finance system. Full connectivity for all provinces are expected by 2020.⁶⁰

In addition to the roll-out of BPET, Danish-funded TA has also provided support to the development of other financial management procedures such as development of: (i) financial manual for the operating and development budget, (ii) internal control mechanisms, (iii) guidelines for financial processes, (iv) tracking system of financial processes, and (v) vendor tracking system.⁶¹ Moreover under ESPA I, a total 138 internal auditors from central and provincial level were trained in auditing practices including audit report writing.⁶²

Enhanced transparency and efficiency is an outcome of the automation.⁶³ Indeed, the Ministry of Finance (MoF) see MoE as “much better off” than other ministries in terms of reporting system: “Today, MoE can plan, execute and report”. Moreover, MoF experiences a better response time in the collection of financial data from the PEDs with the new automated system.⁶⁴

Chapter 6.4 Education management information system

Denmark has provided significant support to the development of the MoE’s Education Management Information System (EMIS). As a result, MoE now has a nationwide computerized system in place for gathering, recording and analysing school data to support decision making – a substantial progress given the context of Afghanistan.⁶⁵

In terms of specific support, Denmark has supported the development of a national integration plan for monitoring, evaluation and research based on which the EMIS directorate has activated an effective reporting mechanism at central and at provincial level. The elaboration of information systems development procedures and -standards formed an integral part of the plan.⁶⁶ Furthermore, the TA “played a key role in the capacity building of civil servants at national and subnational level (...) through on-the-job training and training workshops”.⁶⁷ Today MoE staff along with TA operate the mechanism. Nonetheless, TA continuously conduct monitoring field visits to ensure data validation and verification.⁶⁸

At provincial level, a web-based parameterized reporting system was developed in Helmand province. Moreover, a pilot project to build the capacity of the Helmand Provincial Education Department (PED) was conducted to produce valid monthly school-related data reporting; and evidence shows: “that data

⁶⁰ Mirzad, Farid, Development Budget Manager, Finance, MoE.

⁶¹ Ibid.

⁶² MoE. *ESPA-I Programme and Projects Completion Report*. November 2016. P. 32-33.

⁶³ Ibid.

⁶⁴ Hashimi, Sayed Masoud, Education Sector Manager, Budget Execution Directorate, MoF.

⁶⁵ USAID. *Data Quality Assessment of the Ministry of Education’s Education Management Information System*. July 2016.

⁶⁶ UNOPS. Consultancy Services Project. Final Report. August. 2015. P. 13.

⁶⁷ MoE. *ESPA-I Programme and Projects Completion Report*. November 2016. P. 32.

⁶⁸ Gowara, Ahmad Zamir, Monitoring and Reporting Specialist/ Acting Manager, General Directorate of Planning & Evaluation, MoE.

collection and reporting within the Helmand PED has improved, particularly in respect of monitoring and evaluation against annual operational provincial plans”.⁶⁹

In terms of future developments, a comprehensive “EMIS strategy 2015-2019” has been developed and shared with stakeholders. The strategy is supported by a results framework and strategic plan.⁷⁰

Chapter 6.5 Education planning and monitoring

Through UNECSEO IIEP, Denmark has supported MoE in the building of capacities for education planning and monitoring at central and at provincial level through: (i) the establishment of a national training programme for MoE staff, (ii) consolidation of planning capacity at central level and development of provincial planning officer’s capacities; and (iii) roll-out of MoE capacity development programme and operational planning at provincial level.⁷¹

In regard to the establishment of a national training programme, a National Institute for Educational Planning (NIEP), with an organizational home at Deputy Ministry for Technical and Vocational Education and Training has been established with a training capacity of close to 200 staff every year.⁷² Included in the establishment of NIEP was support to the development of a curriculum framework and Afghan-specific training materials as well as training of 10 core training-of-trainers.⁷³

In regard to the two training streams, consolidation/development of planning capacities and roll-out of MoE capacity development programme, a total of 1,131 MoE staff and embedded TA were trained in formulation, monitoring and reporting of/on educational national, provincial and district strategic plans.⁷⁴ As an outcome of the training, monthly, quarterly, biannual and annual monitoring reports are today produced by all provinces and shared with MoE top management for decision making.⁷⁵ Moreover for some provinces (e.g. Saripul), TA input is no longer needed for development of monitoring reports.⁷⁶ Planning capacities have increased as well with all provinces developing today 3-year rolling provincial plans.⁷⁷ Moreover, the training of embedded TA in key positions at central level, has contributed to significant technical progress in regard to e.g. the development of the National Education Strategic Plan (NESP), and Education Joint Sector Reviews (EJSR).⁷⁸

⁶⁹ Source: ALCIS. Provincial Level Ministry of Education Monitoring and Evaluation Capacity Building Programme in Helmand Province, Afghanistan. Strategy for the deployment of the central Education Management Information System to Helmand Province. Final report. April 2011.

⁷⁰ UNOPS. Consultancy Services Project. Final Report. August. 2015. P. 13.

⁷¹ Danida. *Programme or Project Completion Report. IIEP Capacity Building Programme for MoE, 01.08.2010 – 31.03.15.* June 2015.

⁷² Rwehera, Mathias. Ehsamuddin, Dilawar. *Sustainable Capacity Development Project in Education Sector Planning in Afghanistan (2011-2013). Evaluation Report.* March 2014. P. 24.

⁷³ Danida. *Programme or Project Completion Report. IIEP Capacity Building Programme for MoE, 01.08.2010 – 31.03.15.* June 2015.

⁷⁴ Ibid.

⁷⁵ MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15).* November 2016. P. 28.

⁷⁶ Atayee, Jalaluddin, General Manager for Evaluation, General Directorate of Planning & Evaluation, MoE.

⁷⁷ Ibid.

⁷⁸ Rwehera, Mathias. Ehsamuddin, Dilawar. *Sustainable Capacity Development Project in Education Sector Planning in Afghanistan (2011-2013). Evaluation Report.* March 2014. P. 21.

Chapter 6.6 Procurement reform

Since 2012, Denmark has provided significant support to the roll-out of procurement reform at MoE at central and provincial level. Key outputs of the support given are development of a procurement tracking system and the introduction of procurement reporting mechanism.⁷⁹ Moreover, Danish-funded TA developed (i) simplified procurement procedures guides, (ii) a simplified procurement requisitioning process, and (iii) simplified annual procurement plans.⁸⁰ Finally, on-the-job trainings of MoE staff on basic procurement functions was provided. As a direct outcome of the Danish-funded support, several procurement procedures have been simplified⁸¹ leading to significantly improved procurement processes.⁸²

ⁱ Danida. *Evaluation of Danida Support to the Education Sector in Afghanistan*. February 2012. P. 64.

ⁱⁱ DAARTT. *Record of completed Danida-funded School Building Projects 2004-2013*.

ⁱⁱⁱ Danida. *Evaluation of Danida Support to the Education Sector in Afghanistan*. February 2012. P. 81.

^{iv} DAARTT. *Record of completed Danida-funded School Building Projects 2004-2013*. Six schools were constructed under DAARTT III, two schools under the bridging period between DAARTT III and IV and ten schools under DAARTT Accelerated School Building project.

^v MoE. *ESPA-I Programme and Projects Completion Report*. November 2016. P. 21.

^{vi} Ibid.

^{vii} MoE. *ESPA-I Programme and Projects Completion Report*. November 2016. P. 27.

^{viii} DAARTT. *Record of completed Danida-funded School Building Projects 2004-2013*.

^{ix} MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15)*. November 2016. P. 15.

^x IRC. *Support to Primary Education in Distant Areas of Helmand. Final Report (September 2012 – September 2015)*. December 2015. P. 6-8.

^{xi} MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15)*. November 2016. P. 15 & P. 16. Included in the total is the construction of CFE elements for bibi Maryam girls Madrasa.

^{xii} MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15)*. November 2016. P. 23.

^{xiii} MoE. *Education Support Program for Afghanistan (ESPA II). Programme Completion Report (2013-2014,15)*. November 2016. Annex 3.

⁷⁹ Bayan, Samir, Tracking Manager, ESPA Secretariat, MoE.

⁸⁰ UNOPS. Consultancy Services Project. Final Report. August. 2015. P. 7.

⁸¹ E.g.: (i) Standard Performance Contract (SPC) approvals for contract amendment of up to 25% is now waived, (ii) the World Bank has restricted the audit of procurement documents to only one agency of the government, and (iii) translation of full contractual documents in Dari language is now reduced to 1-2 pages summary.

⁸² UNOPS. Consultancy Services Project. Final Report. August. 2015. P. 8.
